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ABSTRACT

Recommendations for improving the educational programs of Hartford, Connecticut are presented in this document. In November 1983 the Hartford Board of Education held a symposium in which Board members, staff, parents, union members and representatives of the business community met to review six reports on educational reform. Five task force committees were formed to prepare specific recommendations to be reviewed at a second symposium. Those task force reports, which were presented at the second symposium in February 1984, are included in this document. The problems addressed are in five areas: early childhood (PK-K), elementary education (K-6), secondary (7-12), funding and resources, and lobbying and legislation. (KH)

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REPORT ON SYMPOSIUM I and II:
"PARTNERSHIP FOR EXCELLENCE IN EDUCATION"

WAYNE CASEY
ROBERT VATER

On July 19, 1983, the Board of Education authorized the planning of a symposium in which Board members, staff, parents, union members, and representatives of the business community would review various national reports on education reform and develop recommendations specific to Hartford's public schools.

On November 30, 1983, some one hundred persons met in an all-day session to review and discuss six reports which had significance for Hartford's educational program. Following this initial meeting, five task force committees were appointed to prepare specific recommendations to be reviewed at a second symposium and ultimately to be considered by the Board of Education. The areas studied by the task forces were early childhood (PK-K), elementary education (K-6), secondary education (7-12), funding and resources, and lobbying/legislation.

The recommendations prepared by the task force committees were presented at the second symposium on February 29, 1984 for further discussion and development.

The reports from the five task force committees are submitted to the Board for whatever action is deemed appropriate.

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REPORT AND RECOMMENDATIONS

OF

THE EARLY CHILDHOOD TASK FORCE

HARTFORD PUBLIC SCHOOLS

February 29, 1984

The Early Childhood Education Task Force studied the status of early childhood education programs in the Hartford School System and other related early childhhood education programs in the Hartford Community. In relation to the responses developed by the Discussion Groups of Symposium I, the Early Childhood Task Force endorses all of the pre-school-related recommendations. Specifically, these are: advance early school entry to four years of age; devise ways to identify children in need of preschool preparation; increase instructional vigor in the lower grades; develop greater involvement of parents; develop community resources; support Commissioner Tirozzi's recommendations for educational reform; urge the governor of Connecticut to become more involved in edcational issues and to create a State Task Force to plan and implement reforms; evaluate and recommend changes carefully to assure outcomes - do not change for the sake of change.

After review of existing literature and research, in the areas of preschool education and special education, the committee outlined the following findings:

Preschool Education Classes: Preschool education (especially for children of low socio-economic status) has been demonstrated to have lasting, positive effects. Children enrolled in programs like Head Start (nationally) and in the Yipsilanti (Michigan) study did significantly better than their counterparts in the control groups in school performance through high school, had lower high school dropout rates, lower incidence of juvenile delinquency, and a higher rate of productive employment after completion of high school.

Early Childhood Special Education: It is known that between the ages of birth and two, children experience three spurts in brain development, and by age five the brain stem is mature. Early intervention modifies the outcome of handicapping conditions, especially those which are mild to moderate, if intervention begins during the first two years of a child's life but no later than age four.

For some children, intervention may not be introduced until the age of six when they are enrolled in public school and become identified. Much can be done to improve the effect of the impairment, but rarely has later intervention had the same impact as early intervention. It has been demonstrated that if early intervention programs are provided to children in the first four to five years of life, a statistically significant number of those children who demonstrated mild to moderate impairments enter kindergarten or first grade in regular education classes. Other children who do not have the advantage of early intervention programs most often remain in the special education system for much or all of their 13 years of education at a far greater cost to the school system.

Current Status in Hartford: The public schools must meet Federal and State mandates (PL94-142) to identify and assess at-risk children and handicapped children from birth to age 5, and to provide services for such children from age three up. The Hartford Public Schools are in the forefront in Connecticut in serving preschool children. These services may be viewed as a "Continuum of Service" including:

1. Preventive or regular preschool education
2. Early identification of at-risk or handicapped children
3. Diagnostic assessment of at-risk or handicapped children
4. Preschool special education/early intervention programs
5. Kindergarten/Transitional Kindergarten

Hartford is currently coordinating its services in this "Continuum of Service" for birth to five year olds, especially those mandated under PL94-142, with other related service providers in the Hartford Community. This coordination, under the aegis of the Hartford Board of Education, related to PL94-142, is provided through the Hartford Collaborative Project. Funding, support and involvement are provided by the Connecticut Department of Health Services. Participants in the Hartford Collaborative Project represent approximately 30 agencies which provide identification, assessment and preschool and special education or intervention services.

The purpose of the Collaborative is to assist the School System and the Hartford Community in providing:

1. A coordinated service delivery system for:
   -preschool education
   -early identification of handicapped or at-risk children
   -diagnostic assessment
   -special education or intervention programs.
2. A forum for interagency information sharing and communication
3. A network for identifying gaps in existing 0-5 services and for the planning and development of new services.

HARTFORD PRESCHOOL SERVICES

1. Preventive or regular preschool education: The Hartford Public Schools provide regular preschool classes for children ages three and four in the School Readiness Program which currently offers nine classrooms serving 340 children. Children who have special needs may also attend these classes as a "mainstream" placement under PL94-142.

   There are other preschool classes for children in the Hartford Community. Hartford Head Start, offered through the Community Renewal Team (CRT), serves 544 children. Language Readiness, a bilingual class and part of the Head Start Program,

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serves an additional 85 children. Approximately 10% of the children enrolled in these programs are special needs or handicapped.

Other preschool programs are offered by public or private day-care centers and nursery schools on a fee basis.

Recent dat collected by the Office of Elementary Education notes that only approximately 18% of the children eligible to attend Head Start or School Readiness are currently served in the programs. Both programs have waiting lists each year.

2. Early identification of at-risk or handicapped children: Efforts focusing on the early identification of at-risk or handicapped children ages birth to five have emanated from the Board of Education office of Early Childhood Education and Department of Special Education. Regular contacts are made with hospitals, clinics, daycare centers, and preschools, etc. In addition, a formal network for such identification has been established through the Hartford Collaborative Project.

There is a need to strengthen the Early Identification Network of the Collaborative. The formal linkages with professionals and agencies serving birth to five year olds can be expanded.

3. Diagnostic assessment: Diagnostic assessment services for birth to three year olds are found primarily in the health/medical community and consist primarily of screenings or complex, in-depth medical-developmental evaluations. Complete evaluations of birth to three year olds as well as three to five year olds can be obtained through the Hartford Health Department (Hartford Child Development Resource Clinic) at no cost to Hartford residents. Other evaluations for the same age group may be obtained through other medical centers, i.e. Saint Francis Hospital Behavioral Clinic, University of Connecticut Health Center, Newington Children's Hospital and the Institute of Living, all for a fee.

The Hartford Public Schools operate an in-depth clinic at the Dwight Diagnostic Center for three to five year olds. Both the Hartford Child Development Resource Clinic and the Dwight Diagnostic Center are unable to accomodate the total number of preschool referrals received each year. Additional assessment services, especially for birth to three year olds, and for bilingual children birth to five, are neededin Hartford.

4. Preschool special education/early intervention programs: The Board of Education offers a number of preschool special education classes, including eight developmental preschool classes

for children with a range of special needs. The Language Readiness class at Barbour School offers language intervention in a developmental setting specifically for language delayed or impaired children.

Other special education preschool programs are offered through agencies in the community. CREC offers the Preschool Intervention Program (PIP) for children with behavioral problems and their parents. The Institute of Living Children's School serves children with emotional disorders. Individual occupational, physical or speech and language therapy can be obtained through the Hartford Easter Seal Rehabilitation Center. Psycho-therapy is offered by both the Institute of Living and Child and Family Services.

Special programs for children ages birth to three are offered by the new Hartford Board of Education/CREC Birth to Three Program, CREC Birth to Three, and the Connecticut Department of Mental Retardation Early Intervention Program.

At the current time, there are still more children indetified in the birth to three age group than can currently be served in the existing programs. Additional special education classes are needed for children in the three to five age group with: general developmental delays, mild to moderate behavioral or emotional problems, bilingual program needs and exceptional gifts or talents.

5. Kindergarten programs: At the present time half-day kindergarten classes are offered in the elementary schools. Twenty-eight transitional kindergarten classes are also offered to children who have completed one year of kindergarten but are not ready for first grade.

There is a need for a full-day kindergarten program for the purposes of: more flexible grouping, more individual contact with children, reinforcement of social attitudes, special projects and additional developmental - educational opportunities. The number of children requiring a transitional kindergarten class is increasing dramatically. For example, in year one there were 19 classes, in year two 28 classes, and for year three 33 are projected.

6. Other categories: Two other areas were addressed by the Early Childhood Task Force. There is a need for increased awareness among principals, central office staff, parents and other professionals that early intervention before the age of five is essential because the cost of later intervention increases geometrically while the effectiveness decreases in like manner.

It was also recognized that there is a substantial need to work with pregnant adolescents to avoid the large numbers of at-risk infants born to this population.

Early Childhood Task Force Recommendations

Several themes or issues appear throughout all of the Task Force Recommendations. They are: a need to increase awareness among parents and professionals of the importance of early childhood education and intervention; the need for bilingual services in all areas; the importance of involving and educating parents in each program offered; and the importance of working collaboratively with other agencies in the Hartford community providing birth to five services.

The following are the Early Childhood Task Force Recommendations:

1. Develop classes for all four year olds (including those above the 23rd percentile and those whose parents' income falls above the cut-off point) as outlined in Commissioner Tirozzi's recommendations, using the current School Readiness Program as the program-curriculum model.

2. Seek HBOE representation on the State Task Force on Four Year Old Classes, whose work is supported by the Task Force on Early Childhood Education.

3. Include a stong parent participation and education component - particularly reaching out to pregnant adolescents.

4. Strengthen the formal Collaborative Early Identification Network by hiring a full time coordinator who can arrange outreach for volunteer Collaborative participants and monitor the process.

5. Build into the process a strong community education component to alert professionals and parents about early warning signs or indicators of developmental problems.

6. Further develop the community "Continuum of Service" between the Board of Education and the Hartford Collaborative Project.

7. Encourage availability to Hartford agencies the new "IDA" Training Program for assessment of birth to three year olds.

8. Explore, through the Collaborative, ways of streamlining assessments for 3-5 year olds by combining staff resources and developing methods for "play group" assessments.

9. Develop, through the Collaborative, a community-wide Bilingual Diagnostic Assessment Team for birth to five year olds.

10. Use the Collaborative CREC/HBOE program as a model for developing additional birth to three services (per Commissioner Tirozzi's

proposals) including a strengthening of the parent education component.

11. Seek HBOE representation on the State Task Force on the Birth to Three Mandate, whose work is supported by the Task Force on Early Childhood Education.

12. Develop and implement parent training programs dealing specifically with the very special needs of exceptional children.

13. Create and/or utilize summer special education programs.

14. Build a research and evaluation component - especially in developing models for birth to three bilingual and special education preschool classes.

15. Create additional preschool special education programs utilizing staff and other resources available through the Hartford Collaborative Project. Specifically:
    (a) increased behavior management program
    (b) a therapeutic intervention program
    (c) bilingual classes
    (d) classes for gifted and talented
    (e) additional developmental preschool special education classes.

16. Make full day kindergarten available to all parents and children per Commissioner Tirozzi's proposal.

17. Increase services to pregnant adolescents:
    (a) develop a formal relationship between the high school TAP Program and the Early Childhood Department to provide immediate service for infants
    (b) provide workshops for young teenagers in preparation for parenthood
    (c) provide day care facilities for the infants of teenage parents
    (d) coordinate the above plans with community child health resources
    (e) begin a follow-up program for teen births

18. Place funding of all early childhood education components, as they exist and as recommended in this report, as a high priority item in the HBOE budgeting process.

RECOMMENDATIONS

OF

THE TASK FORCE FOR ELEMENTARY EDUCATION

HARTFORD PUBLIC SCHOOLS
February 29, 1984

To: Symposium II Task Force

From: Task Force Committee - Elementary Programs

February 29, 1984

Subject: Recommendations

Recommended Activity	Desired Outcome	Justification	Organizational Level	Agency	Time-Line
A. Improve the system for identifying and training new staff, for upgrading skills of existing staff and for retraining experienced staff.	1. Increase and strengthen in-service programs. 1.1 Adopt and implement 3 year in-service plan 1.2 School in-service	Improve the delivery system and ultimately the service.	Hartford Board of Education	Administration (Curriculum and Staff Development)	June,1984-June, 1987
	2. Establish the Hartford Staff Training Center. 2.1 Provide funding 2.2 Establish policy board. 2.3 Appoint facilitator	Provide the facility and the vehicle for training.	Hartford Board of Education State Board of Education Private Sector	Hartford Staff Training Center	August, 1984
	3. Extend school year to include continuous time for in-service training. 3.1 3 + 7 = 10 3.2 One (1) full day per month in-service	Provide the time to implement in-service programs.	State Board of Education Hartford Board of Education	Curriculum and Staff Development	August, 1986

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To: Symposium II Task Force

From: Task Force Committee – Elementary Programs

Subject: Recommendations

February 29, 1984

Recommended Activity	Desired Outcome	Justification	Organizational Level	Agency	Time-Line
B. Provide support staff.	4. Strengthen the supervision of school staff to improve management and instruction in the individual schools	To improve management, instruction and support services	Administration Bargaining Units	Administration	August, 1984 - June, 1987
1. Intern Administrators					
2. Clerical & Technical (Computer)					
3. Paraprofessional		Administrative overburden			August, 1985 - June, 1990
4. District Chairpersons in Math, Science and Social Studies in grades 1-6.		Reduce paperwork Instructional Assistance			
5. Volunteer:		Direct supervision and implementation of specific subject areas			
6. Guidance Counselors					

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R E C O M M E N D A T I O N S

OF

THE TASK FORCE FOR SECONDARY EDUCATION

HARTFORD PUBLIC SCHOOLS
February 29, 1984

RECOMMENDATIONS RELATING TO CURRICULUM

AND

STAFF DEVELOPMENT

RECOMMENDATION I: RE STAFF DEVELOPMENT

The Task Force for Secondary Education recommends improved and increasing resources and mechanisms to promote staff development. Other specific recommendations include the following:

A. Teaching methodology in general (e.g., the Madeline Hunter Method, the Effective Schools concepts, and some aspects of the Paideia Curriculum).

B. Computer literacy for staff.

RECOMMENDATION II: RE UNIFORM TESTING

The Task Force for Secondary Education recommends that the adoption of uniform, end-of-course testing on a city-wide basis be contingent on the following:

A. The testing should be piloted over a period of not less than three years.

B. The tests should be designed with non-coerced staff involvement.

C. It should be determined whether or not such testing is used in school systems comparable to Hartford, and if so, a study should be made of same.

D. The evaluation of the tests should include consideration of test validity, reliability, freedom from bias and ambiguity as well as a projection of the costs of typing, printing, distribution, collection, and continuous development of alternate forms of the tests in order that they not be compromised.

E. If eventually adopted, it must be stipulated that test results in themselves cannot result in negative staff evaluation.

F. If eventually adopted, the implementation of such testing should be phased in gradually over a period of years in order that test design committees will proceed consecutively rather than concurrently, thus permitting staff members with diverse, multiple preparations the maximal opportunity to participate.

RECOMMENDATION III: RE STANDARDIZED CURRICULUM AND SPECIAL PROGRAMS

The Task Force for Secondary Education recommends that special and pilot programs be synchronized with the standard curriculum through the Curriculum and Staff Development office.

RECOMMENDATION IV: RE EXPANSION OF TRANSITIONAL PROGRAM

The Task Force for Secondary Education recommends that a transitional program be instituted to serve new arrivals from English speaking cultures who require such a program. (Note: The issue of non-standard English is a system concern and should be addressed beginning at the elementary level.)

RECOMMENDATION V: RE COMPUTER ASSISTED INSTRUCTION

A. The Task Force for Secondary Education recommends the continued and increased integration of computers into the instructional process. As hardware and, particularly, software improve and as staff familiarity with and access to computers increase, student learning experiences will become increasingly specific to their individual needs and pace.

B. The task force believes that computer assisted instruction will free the teacher to work personally with individual students and will heighten student motivation.

C. The task force supports the Hartford Board of Education 5-year plan for computer literacy.

RECOMMENDATION VI: RE PROGRAMS FOR DROPOUT

The Task force for Secondary Education recommends that immediate steps be taken to provide "work and learn" programs as a means of motivating potential dropouts and as a means of reengaging dropouts in the learning process. The task force further recommends the following:

A. Resources, mechanisms, and procedures to provide support to potential dropouts and to reentering students.

B. A K-12 committee to study means of motivating students who exhibit general apathy about school and learning as traditionally conceived.

C. More flexible school hours to better accommodate "work and learn" programs.

D. Better utilization of our buildings after school hours.

E. Joint efforts with agencies such as the School-Business Collaborative to provide programs at industry sites.

F. A mandate for the adult education program to seek out and actively recruit dropouts.

G. A lowering of the age of eligibility for adult school from 18 to 16 years of age.

RECOMMENDATION VII: THE STUDY OF VALUES

The Task Force for Secondary Education recommends that the curriculum explicity include the study of values, beginning in the early grades. Further, the task force recommends that personnel resources be provided to coordinate values instruction as well as such programs as peer tutoring and community service projects.

The task force recommends the following themes as illustrations for the proposed values curriculum: ethics, responsibility, duty, establishing goals, respect for others, respect for self, respect for the elderly, and dealing with anger and fear.

RECOMMENDATIONS RELATING TO THE DIPLOMA AND GRADUATION REQUIREMENTS

RECOMMENDATION VIII: RE THE DIFFERENTIATED DIPLOMA

The Task Force for Secondary Education recommends that the differentiated diploma concept be approached with extreme caution. The consensus of the task force is that the mission of the schools as defined by legislation, societal expectations, and our own philosophy is to serve all youngsters without stigmatizing them or labeling them. The task force believes strongly that industry and universities should acknowledge that a diploma cannot be used as the sole or primary criterion of candidate selection. Indeed, a review of the student's transcript--and only such a review--would provide a comprehensive view of the student's accomplishments.

RECOMMENDATION IX: RE THE FOREIGN LANGUAGE REQUIREMENT FOR ALL STUDENTS

The Task Force for Secondary Education does not at this time recommend the adoption of the superintendent's proposal to require two years of a foreign language of all students. However, the task force recommends a thorough assessment of present foreign language offerings and supervision as well as a study of the budgetary and practical impact of such a requirement for every student.

RECOMMENDATION X: RE GRADUATION REQUIREMENTS

The Task Force for Secondary Education supports the newly adopted graduation requirements of the Hartford Board of Education.

RECOMMENDATION XII: RE COMPETENCY TESTING

The Task Force for Secondary Education does not recommend competency testing as a graduation requirement. The rationale of the task force, adopted from the Graduation Requirements Committee, follows:

A. By denying a diploma to a student who failed to pass a competency test, the system might penalize a student for societal failures or system failures of curriculum, instruction or supervision.

B. Because students with extraordinary backgrounds and needs are welcomed and served by our system, the procedure would expend great energy to test and monitor the progress of a target group which would ultimately be exempted as worthy exceptionalities or would become "force-outs".

C. We must perfect procedures for utilizing the results of present testing before mandating additional testing.

D. An emphasis on minimal competency testing comes at the expense of cultivating broader student awareness of issues, the dilemmas of others, and the sense of responsibility for actions taken or not taken in human predicaments and conflicts.

E. The logistical problems of creating and securing multiple forms of such tests and the problems of insuring valid, reliable, bias-free tests are frequently underestimated. Hence, the National Academy of Education states that "competency" examinations are "wasteful, ambiguous, and destined to fall of their own weight."

F. Many board of education initiatives are currently underway, the impact of which will further obviate the need for competency testing as a graduation requirement.

RECOMMENDATIONS RELATING GENERALLY TO BOARD OF EDUCATION POLICIES

RECOMMENDATION XII: RE COMMUNICATION

The Task Force for Secondary Education recommends greatly improved communication between and among all components of the system. Specifically, the task force recommends the following:

A. There should be a philosophical commitment by policy makers to solicit impact statements from groups which will be affected.

B. There should be a broad mailing of all Hartford Board of Education committee meeting dates and agenda items.

C. In-service planning should frequently provide opportunities for joint meetings among staff, student, parent and community groups which otherwise would have slight opportunity to share concerns and information.

D. Consistent efforts should be made to include parents in the development of policies and programs.

E. Pictorial and/or graphic "spread sheets" should be utilized as a means of giving overviews of efforts underway, e.g., task forces, 5-year plans, study groups.

F. The unions and the Board should sponsor symposia to jointly explore educational issues as a means of building a productive partnership.

RECOMMENDATION XIII: RE RESOURCES NEEDED TO CARRY OUT POLICY

The Task Force for Secondary Education recommends an increased awareness of the relationship between policy and the resources required to carry out policy. Specific examples cited by the task force include the attendance and the homework policies.

RECOMMENDATION XIV: RE WORKING CONDITIONS AT THE SECONDARY LEVEL

The Task Force for Secondary Education recommends improved working conditions for teachers in the secondary schools. In general terms the task force acknowledges that the physical resources and the resource of time are frequently not provided in proportion to expectations. Specifically, the task force recommends the following:

A. Increased support for teachers in matters of instructional methodology, curriculum implementation, in-service training, and evaluation and supervision. Specifically, the task force recommends that such support be on site within each school.

B. A class size maximum of twenty students in English classes.

C. A class size maximum of twenty students in all academic area courses.

RECOMMENDATION XV: RE THE WORK YEAR

The Task Force for Secondary Education acknowledges that many of its recommendations will require much time and energy on the part of the total staff. As a means of providing time for staff development, curriculum implementation, and uniform test construction, the task force endorses Commissioner Tirozzi's recommendation that the staff work year include additional, non-instructional days with the appropriate funding provided by the state. Specifically, the task force urges that these days be calendared approximately equally before, during, and at the close of the instructional year to the following ends:

A. Before the school year: for goal setting, program implementation, and in-service training.

B. During the school year: for program assessment and in-service training.

C. At the close of the school year: to provide to staff the time to complete end-of-year record keeping, correcting, and organization as well as an opportunity to review and evaluate progress toward the achievement of program objectives and to preview the objectives for the next school year. Concomitantly, the task force envisions that these days will permit staff to maintain the instructional process to the end of the instructional year.

RECOMMENDATION XVI: REALLOCATION OF RESOURCES

The Task Force for Secondary Education recommends a review of system priorities to insure that the allocation of resources is consistent with and proportionate to established priorities. Further, the task force recommends that such a review be used to answer the following questions:

Are there areas of need that are not being effectively addressed?

Are there areas where services are being duplicated?

Are there areas where system specialists are performing functions which might be provided more cost effectively by others within or outside of the system?

Are there areas where specialists are obstructed from providing beneficial services because they are used to perform non-specialist services?

RECOMMENDATION XVII: REESTABLISHING SYSTEM GOALS AND OBJECTIVES

The Task Force for Secondary Education makes the following recommendations relative to system goals and objectives:

A. That planning for the adoption of system-wide objectives include the requisite staff input, resources, and time to insure that staff has adequate training and support to implement the target objective.

B. That training for staff in the teaching of critical thinking skills be made a system-wide priority objective in the manner of the composition objective begun in 1983-84.

RECOMMENDATION XVIII: RE HEALTH SERVICES/HEALTH EDUCATION

The Task Force for Secondary Education recommends increased utilization by the Hartford Public Schools of the community health resources which eagerly and generously seek to serve the children of Hartford.

(Note: This matter, initiated by a member of the health community, was referred to J. Constantine for immediate action.)

RECOMMENDATION XIX: RE LEGISLATION

The Task Force for Secondary Education acknowledges that local autonomy should be balanced by legislative action by the General Assembly. However, the task force is firm in its conviction that state mandates can only be driven by state funding.

RECOMMENDATION XX: RE CLUSTER SCHEDULING

The Task Force for Secondary Education recommends a review of cluster scheduling, including consideration of clusters in the senior high school.

RECOMMENDATION XXI: RE TALENTED AND GIFTED STUDENTS

The Task Force for Secondary Education recommends that special programs and opportunities be provided for children with exceptional academic or artistic ability. Specifically, gifted and talented students should be served in the following ways: Honors classes, Talented and Gifted programs, and through referral to or linkage with outside agencies or institutions. (Note: It is anticipated that the Superintendent's Task Force for Gifted and Talented Education will incorporate these elements.)

REPORT AND RECOMMENDATION

OF

THE FUNDING AND RESOURCES TASK FORCE

HARTFORD PUBLIC SCHOOLS

February 29, 1984

RECOMMENDATION OF THE FUNDING AND RESOURCES TASK FORCE

The sub-committee of the Funding and Resources Task Force submitted the following recommendation to the entire committee at the February 29th Symposium.

Recommendation: The Hartford Board of Education, acting separately or in cooperation with other public and private institutions, create an office of grants and development with these responsibilities:

1) Establish linkages with higher education, municipal, and other grants offices

2) Research fund sources, monitor newsletters, periodicals, directories and other data to maintain up-to-date records of potential grant opportunities

3) Write grant proposals, tailored to specifications of each funding source and follow-up as appropriate with letters or mail during the decision-making period

4) Hold workshops and one-on-one consultations with school teachers and administrators on techniques to detect grant opportunities in the full range of public school activity

5) Publish a newsletter for School System faculty and administration that highlights new grant opportunities, recent local grant successes, and tips for detecting or generating future opportunities

6) Develop relationships with local trade associations, professional groups, and other groups and individuals who are local entrees to small business supporters; package programs which reflect donors' self-interest in public school support

7) Provide an "overlap service" to Hartford city government and other public and private nonprofit groups who can benefit from grant office data bank and other resources without compromising the office's basic educational mission.

The committee-of-the-whole agreed with the basic concept with the additional comment that the recommendation and responsibilities set forth needed further exploration.

The definitive position of the Funds and Resources Task Force is that children in Hartford will not receive the same level of education that suburban schools receive unless we attract new essential money--"we cannot survive without these funds."

Several models for this venture were explored, and the general consensus was that additional meetings would be needed of the entire committee to finalize this report. Jim Mason agreed to arrange the next meeting and to notify all members accordingly.

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One of the models offered is:

1) Director - grants finder
2) Writer
3) Full-time secretary
4) Purchase interns

Among the grants offices identified throughout the country were:
Boston Compact - administered and controlled by the Boston Bank $1,500,000 for public education - work with schools

(?) California Round Table - independent public education school funds private funds, actually administer, but link with other cities schools go to them

New York City Grants Office - connected with board of education, 5 full time writers
1. read all grant literature
2. disseminate to the interested departments
3. adoptive school plan
4. coordinate with city agencies, ex: law education

N.Y. contact stressed that it took 3 years to get competitive funding

Oakland, California - assistant to superintendent - all funds go through her

University of Connecticut- Sandy V is the grants person - extremely cooperative and knowledgeable person who has offered her continued support and services

Allegheny Fund - separate fund office to administer money to the schools

The participants of the Funds and Resource Task Force generally agreed with the following suggestions:

1. This should be a 50-50 venture and eventually the coporate side would disengage itself from the administration of the grants program but would continue to provide manpower - experts (loan executives, interns, etc) while phasing out the hard dollars.

2. Another possibility would be to use the School-Business Collaborative as the administrator
3. Tap resources and people already in place at the University of Connecticut

4. Find & match money to needs in high school

5. A thread of caution ran through the information provided by the grantspersons interviewed--1) there is a need for a sizeable staff of people and
2) the agency would take years to develop properly

Respectfully submitted,

Josephine Z. D'Orsi, Recorder
February 29, 1984

REPORT OF THE TASK FORCE COMMITTEE

ON

LOBBYING/LEGISLATION

HARTFORD PUBLIC SCHOOLS

February 29, 1984

To: William Saxton, Senior Assistant to the Superintendent

From: Jeanne M. Hunciker, Recorder

Subject: Report of the Task Force Committee on Lobbying/ Legislation

The Task Force Committee on Lobbying/Legislation presented its observations and recommendations to the appropriate discussion group for reaction and refinement. It was agreed that more effective lobbying for education is needed before both the City Council and the General Assembly. Currently too few are participating in the process, and the much needed dialogue between the 1) Board of Education and the City Council and 2) Board/Council and the state relative to educational priorities is not occurring. Often those who do participate appear with different agendas and different priorities. The lobbying constituency must be expanded to include the business community, parents, the bargaining units as well as school board members; "sustained discussions" and/or "productive negotiations" must take place; and agreement reached on the most important issues. By presenting a unified front, the expanded lobby will be more effective in achieving the educational goals which it has helped to identify.

The committee recommended that the Hartford Board of Education assume the initiative in forming a coalition comprised of parents, the business community, and the bargaining units so that a consensus might be reached in determining educational priorities and, in turn, more effective lobbying for those priorities ensue. The committee also urged that a special effort be made to engage parents in the process, suggesting training sessions such as are used in Atlanta, Georgia and New York City to attain more active and effective parental participation. It was acknowledged that a start in this direction has already been made by the Community Relations Committee of the Board of Education, but this effort needs to be expanded. Once formed, the coalition, it was urged, should critically consider how educational policy is best developed.

The discussion group devoted the balance of time to examining three areas considered of prime importance by the Task Force Committee on Lobbying/Legislation. Those areas included:

1. proposals dealing with career-ladders, certification, and job-sharing as they relate to the improvement of teacher salaries and working conditions,

2. appropriations for vocational education in the light of new developments, and

3. regional cooperation supported by favorable rates of matching for inter-district projects.

Consensus was not reached relative to these three areas of concern, and no recommendations were made by the group.

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